

Using the IPA to Guide Instruction



Laura Terrill

| Theme | Topic | Essential Question |
|--------------------------------|----------------------------|--|
| Level 1 | | |
| Personal and Public Identities | Global Citizenship | Who am I? Who are you? |
| Global Challenges | Schooling around the World | What role does school play in our lives? |
| Family & Communities | Family & Friends | How are we connected to others? |
| Contemporary Life | All Work & No Play | How does where I live influence what I do? |
| Global Challenges | Consumerism | What type of consumer am I? |
| Contemporary Life | Vacation Time | What is an ideal vacation? |

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Which unit?

Global Citizenship

Schooling around the World

Family & Friends

All Work & No Play

Consumerism

Vacation Time



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What do you see?



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VISUAL LITERACY

The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.

"...being able to read the visual aspects of one's surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain

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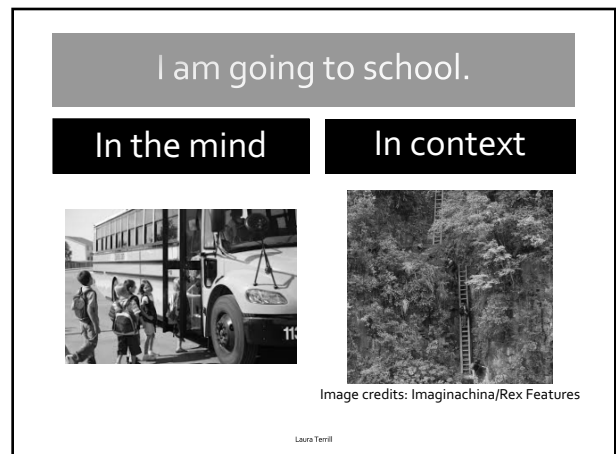
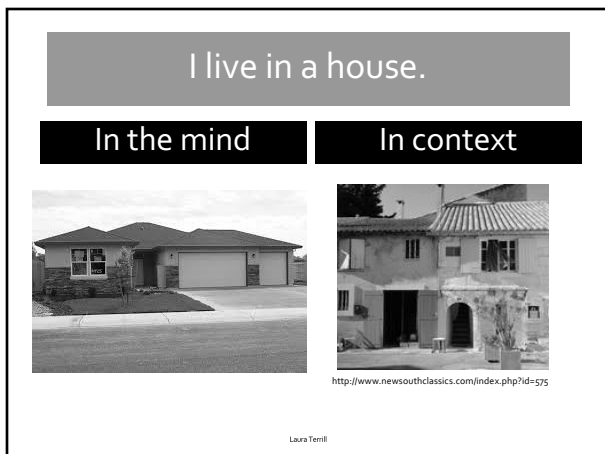
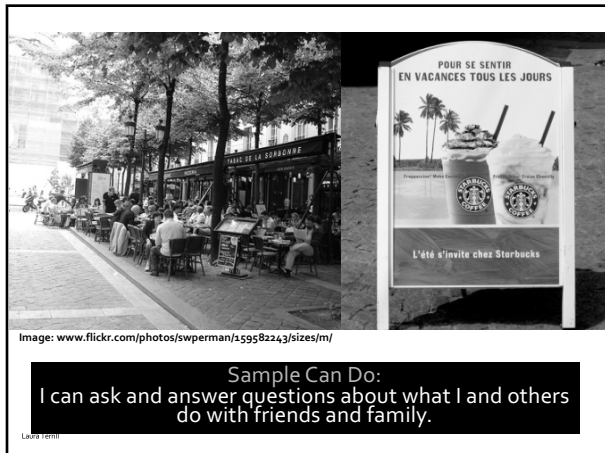
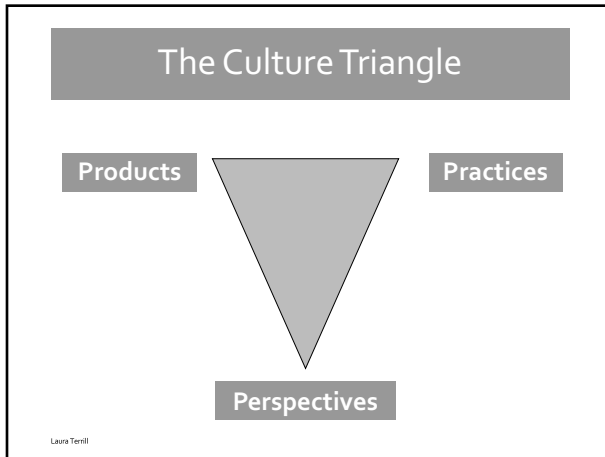
"...interpret their meanings in the same way as those who live in that environment would interpret them."


---Genelle Morain



Barkpost.com

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- Using images to communicate meaning
- Using images as a springboard to communication

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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language




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How do I make the students work harder than me?


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How do I capture the interest of the learner?



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Three Key Questions



1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Visual Understanding in Education
vthome.org
vue.org

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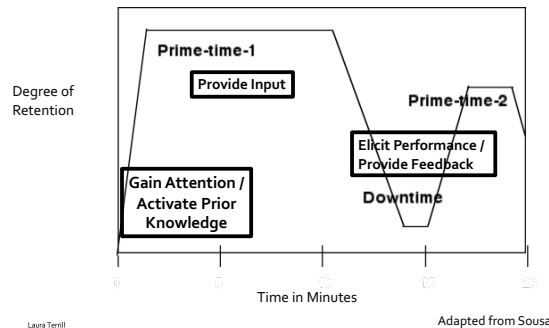
Lead with Culture

Ready to go to the beach for a day?

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Primacy-Recency

We learn best what we learn first and last.



Brainstorming

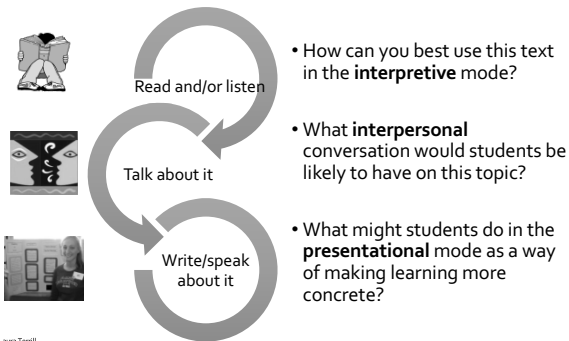


Procedure:

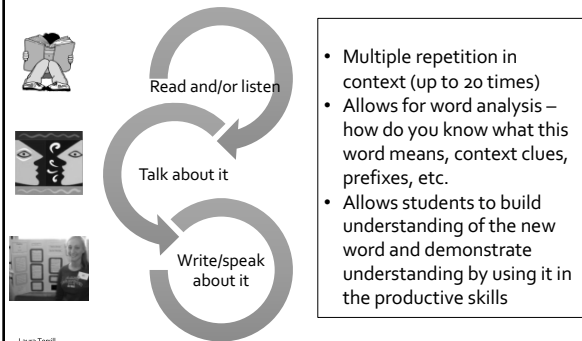
- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word/phrase per group until all groups are out of words. Teacher records all words on something that can be displayed.

Sample Can Do:
I can talk about what I am going to do on a day of vacation.

Getting the most out of a text



Impact on Vocabulary Development



Global Citizenship Who am I? Who are you?

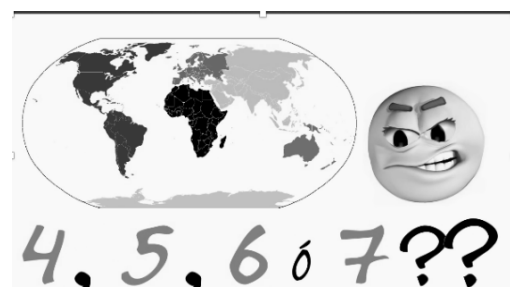


Si tienes la suerte de ser diferente, nunca cambies

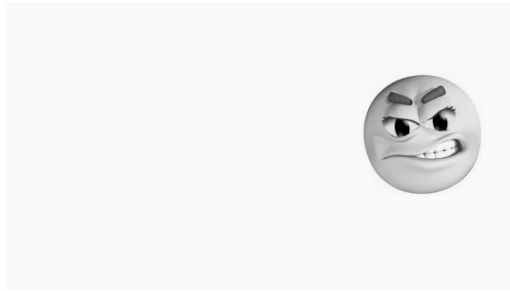


Sample Can Dos:
I can ask and answer questions about where I live.
I can say how I am different.

Sample Can Do:
I can name and locate the continents.



Sample Can Do:
I can name and locate the continents.



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Sample Can Do:
I can say how I am like and different from the world's population.



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Sample Can Do:
I can say how I am like and different from the world's population.

Si la France était un village de 100 personnes...



Les Américains ne ????? pas de bises.



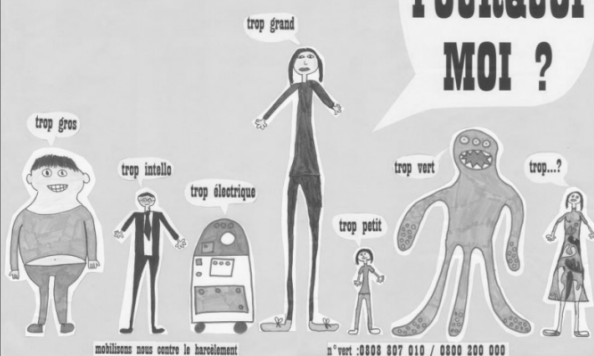
Compare class results to target culture...

Sample Can Do:
I can ask and answer questions about likes and dislikes related to music.

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Sample Can Do:
I can describe myself.



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Schooling Around the World
What role does school play in our lives?

L'ÉDUCATION PEUT CHANGER LE MONDE

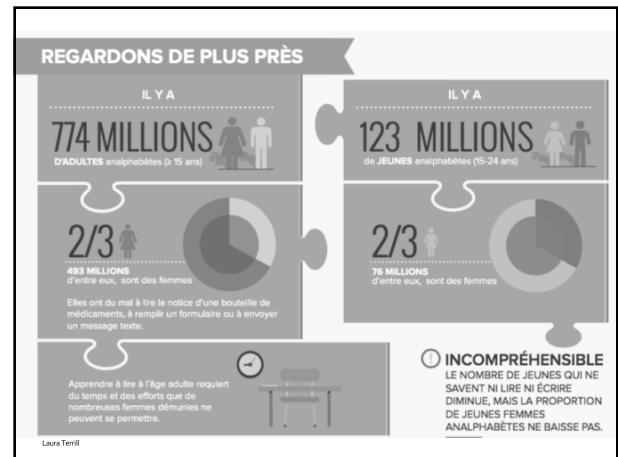
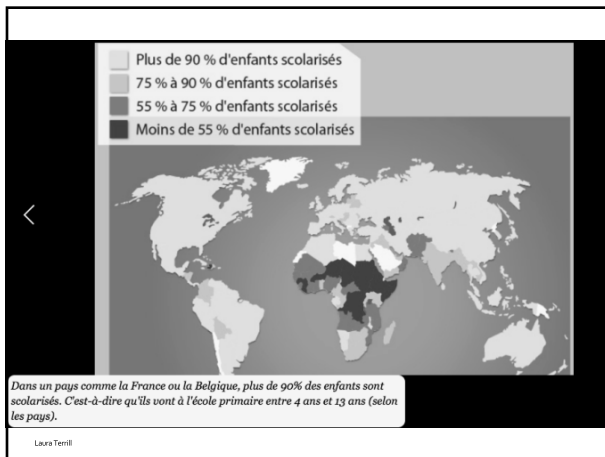
| LIEUX | MATHS | SCIENCE | JEU | VIE |
|---------------|---------------|---------------|---------------|---------------|
| 10h00 - 10h30 | Langue | Langue | Mathématiques | Langue |
| 10h30 - 11h00 | Langue | Mathématiques | Langue | Langue |
| 11h00 - 11h30 | Mathématiques | Langue | Langue | Mathématiques |
| 11h30 - 12h00 | C. de la vie | C. de la vie | C. de la vie | C. de la vie |
| 12h00 - 12h30 | C. de la vie | C. de la vie | C. de la vie | C. de la vie |
| 12h30 - 13h00 | C. de la vie | C. de la vie | C. de la vie | C. de la vie |
| 13h00 - 13h30 | Langue | Langue | Langue | Langue |
| 13h30 - 14h00 | Langue | Langue | Langue | Langue |
| 14h00 - 14h30 | Langue | Langue | Langue | Langue |
| 14h30 - 15h00 | Langue | Langue | Langue | Langue |
| 15h00 - 15h30 | Langue | Langue | Langue | Langue |
| 15h30 - 16h00 | Langue | Langue | Langue | Langue |
| 16h00 - 16h30 | Langue | Langue | Langue | Langue |
| 16h30 - 17h00 | Langue | Langue | Langue | Langue |
| 17h00 - 17h30 | Langue | Langue | Langue | Langue |
| 17h30 - 18h00 | Langue | Langue | Langue | Langue |
| 18h00 - 18h30 | Langue | Langue | Langue | Langue |
| 18h30 - 19h00 | Langue | Langue | Langue | Langue |
| 19h00 - 19h30 | Langue | Langue | Langue | Langue |
| 19h30 - 20h00 | Langue | Langue | Langue | Langue |
| 20h00 - 20h30 | Langue | Langue | Langue | Langue |
| 20h30 - 21h00 | Langue | Langue | Langue | Langue |
| 21h00 - 21h30 | Langue | Langue | Langue | Langue |
| 21h30 - 22h00 | Langue | Langue | Langue | Langue |
| 22h00 - 22h30 | Langue | Langue | Langue | Langue |
| 22h30 - 23h00 | Langue | Langue | Langue | Langue |
| 23h00 - 23h30 | Langue | Langue | Langue | Langue |
| 23h30 - 24h00 | Langue | Langue | Langue | Langue |

Une rentrée scolaire: combien ça coûte?

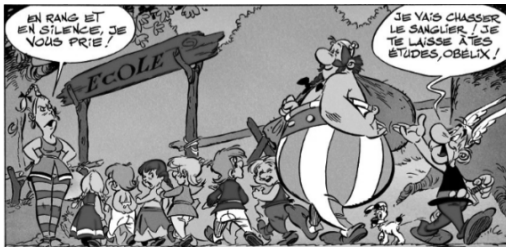
| Poste | Coût |
|-----------|------|
| École | 2500 |
| Matériel | 1000 |
| Transport | 500 |
| Repas | 1000 |
| Logement | 1000 |
| Assurance | 1000 |
| Autres | 1000 |
| Total | 8000 |

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Chaque enfant a le droit à l'éducation et aux loisirs.



Sample Can Do:
I can say what I like/don't like to do.

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En France, les enfants doivent aller à l'école jusqu'à 16 ans. Passé cet âge, ils peuvent continuer à étudier.

La discipline est importante à l'école et les maîtres doivent l'appliquer avec justice en respectant la dignité des élèves.

Mais les adultes ne doivent pas oublier que l'enfant, qui est en pleine croissance, doit avoir également le droit de jouer, de faire du sport, de voir des spectacles, d'avoir des activités culturelles. Il pourra ainsi développer d'autres capacités et découvrir tous ses talents. Les enfants ont aussi le droit de se reposer et de rêver !

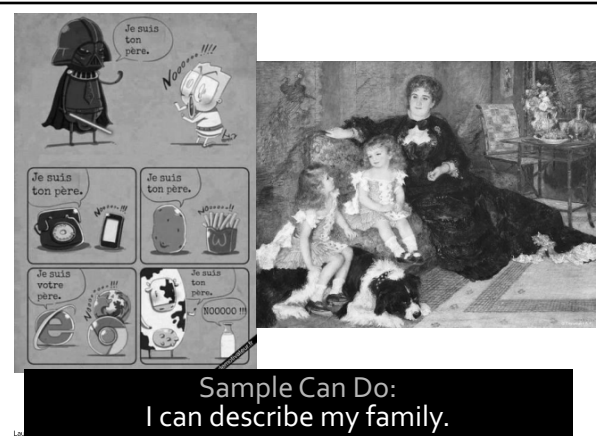
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Family and Friends

How are we connected to others?



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PERDU CHAT

Petite chatte GRISE ET BLANCHE (tigrée)
avec une tache noire sur le nez
Perdue RUE D'IVRY
CE MERCREDI 23 mars



MERCI DE NOUS CONTACTER
(on y tient beaucoup)
06 17 97 11 80 ou 06 77 87 39 44



Sample Can Do:
I can describe
pets.



CHIEN PERDU « SAM »

Aperçu lundi 11 février à Rignac,
Notre chien s'est enfuit, il est pucé, et n'a pas de collier.
C'est un mâle Samoyède blanc, de 20 mois, très sociable.
Nous sommes très tristes et très inquiets
Aidez-nous à le retrouver svp !

RECOMPENSE

Tel : 06 86 65 96 35 ou 05 65 64 43 32

TE ACEPTO
Te comprendo
Te respeto
Hay tolerancia

Sample Can Do:
I can say what
good friends do.



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el amigo perfecto

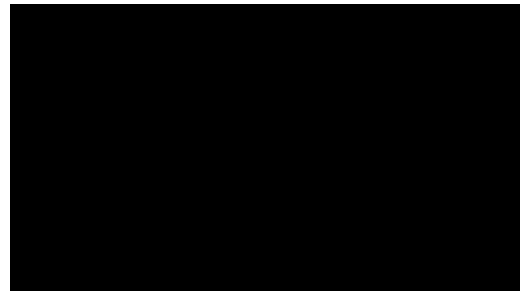
comparte su
alegría contigo
movimientos
de felicidad
cuando te ve
para pararse
junto a ti



dispuesto
a escuchar
siempre feliz
de verte
un lugarcito
especial
para ti

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Sample Can Do:
I can say why some groups are like family.



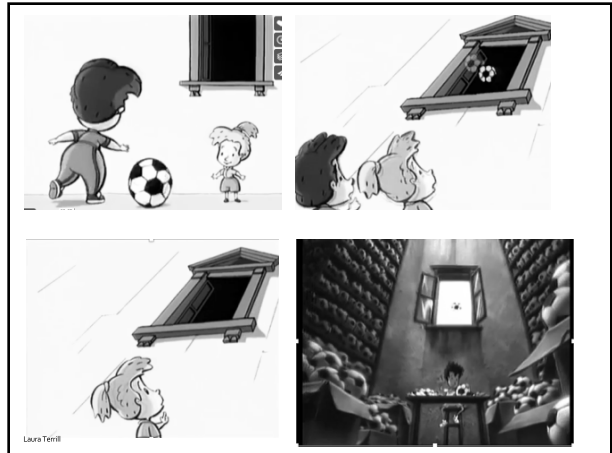
Bienvenue au Cirque du Soleil

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Quel est le problème?



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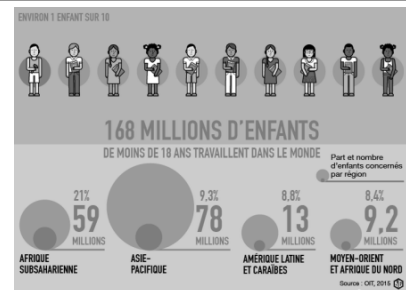
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<https://vimeo.com/133985448>

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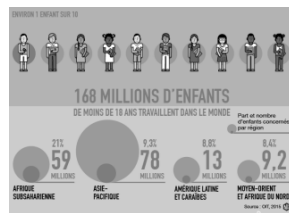
Combien d'enfants travaillent?
Où est-ce que les enfants travaillent?



How many children work? Where do they work?

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Où les enfants travaillent?



68 MILLIONS D'ENFANTS AU TRAVAIL DANS LE MONDE
Dans les champs, dans les mines ou l'industrie, ce sont encore des millions d'enfants, 168 selon l'OIT, qui travaillent, dans des conditions souvent dangereuses, au lieu d'aller à l'école. Un fléau qui doit être combattu par les gouvernements, mais aussi les entreprises, qui peuvent être exposées via des chaînes d'approvisionnement de plus en plus complexes.

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<http://www.1jour1actu.com/monde/journee-travail-enfants-85257/>



Le travail dans la rue est particulièrement risqué pour les enfants, car il peut les mettre en contact avec des personnes dangereuses. Ce petit garçon vend des ballons dans la rue d'une ville du Laos, en Asie. (© iStock)

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<http://www.1jour1actu.com/monde/journee-travail-enfants-85257/>



Porter de lourdes charges est dangereux pour la santé des enfants, car cela peut perturber leur croissance. Cette jeune Congolaise (Afrique) rentre du travail des champs en portant un fardeau qui semble bien lourd pour elle. (© iStock)

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Extend to other modes - Presentational



Create role play cards. Have students do an image search. They may discover some facts, but if not, they invent the identity of the child. For each card, include:

- Name of child
- Their age
- Where they live
- What they do – work, play, school
- A reason for what they do
- What they want/don't want to do in the future

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Extend to other modes - Interpersonal



Distribute role play cards at random. Initially, students would see the card and would talk with a partner asking and answering questions to find out what they might have in common. They should not show the card to their partner.



Students can also play Headbanz with their card. They would ask a question at a time to find out what they can about their identity based on the picture other students see.

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Consumerism

EQ: What type of consumer am I?

1 día sin compras
364 de consumo responsable



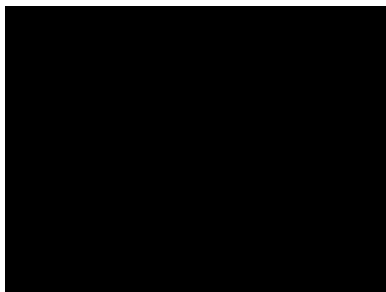
NO CONFUNDAS
CALIDAD DE VIDA
CON NIVEL DE CONSUMO

Muchas personas gastan dinero que no han ganado, para comprar cosas que no quieren, para impresionar a personas que no les agradan...



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Courtmetrage 38



<https://www.youtube.com/watch?v=d7aQlnsH6cc>

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Made in Bangladesh



1. Use sentences in target language.
2. Use cognates and circumlocution as much as possible at this point.
3. For specific words like "sewing" connect them to the cognate or definition you use in the either/or activity.
4. Show the video in chunks. Have students retell the story in their own words.

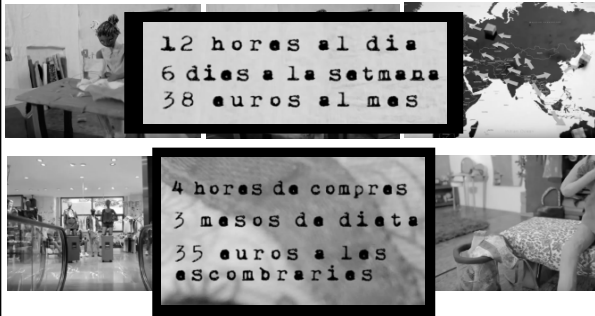
Sample sentences:

- She works in the US or in Bangladesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

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What is the story?

<https://www.youtube.com/watch?v=d7aQlnsH6cc>



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Extend to other modes

Interpersonal



Have students create a personal statement with image. Then, use in class next day for inner/outer circle activity as students ask and answer questions to guess what their partner said.

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First slide of cartoon.....

Presentational



Teacher reads aloud, looks thoughtful. Teacher has a few of his/her favorite things and begins looking at labels. Reads labels aloud in target language and locates on world map.

Students do the same for one item that they have with them.

Introduce question "Where is your (item) from....?" and introduce answer pattern. Students circulate asking and answering question for different items.

Vacation Time

What is an ideal vacation?

Las vacaciones de verano en Europa
Durée des vacances scolaires d'été, en nombre de semaines

| Pays | Durée (semaines) |
|------------|------------------|
| Allemagne | 6 |
| Angleterre | 6 |
| Pays-Bas | 6 |
| France | 6.5 |
| Belgique | 9 |
| Autriche | 10 |
| Italie | 11 |
| Espagne | 12 |
| Grèce | 13 |

VIAJAR
¿QUIERES SER FELIZ? DEJA DE COMPARAR COSAS. ¡VETE DE VIAJE!

LA PLAGE
Se lever avec le sourire
Se badigeonner de crème solaire
Enfiler des nus-pieds
Se promener les pieds dans l'eau
Ramasser des coquillages
Construire des châteaux de sable
Profiter du Soleil
Jouer avec les vagues
Secouer sa serviette
Admirer les couchers de soleil
Se jeter à l'eau
Savourer ces belles journées de calme & de détente

2016年学校假期指示出炉
学校假期指示出炉

ACTFL Integrated Performance Assessment

Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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CROQ'PYRÉNÉES
Saint-Lary Soulan (Pyrénées)

MULTISPORTS / MULTIACTIVITÉS
pour les 7/11 ans
7 jours / 6 nuits

AVENTURE THÉMATIQUE

RÉSERVEZ VOTRE SÉJOUR

Date de séjour : 05/07/2015 - 300 €

Votre transport : Sélectionnez une ville de départ

Participant(s) : 1

Hébergement : Chambres Multiple

Total pour 1 pers : **390 €*** [JE COMMANDE >>](#)

Prez instant, nous appel

Vive les vacances !
Aux portes de la Réserve Naturelle du Néouvielle, du parc national des Pyrénées et à deux pas de l'Espagne, Saint-Lary-Soulan est un village de tradition pyrénéenne riche en activités de nature.

Découverte en douceur de l'environnement et des activités de montagne, du parcours aventure en forêt au rafting en passant par la course d'orientation et la randonnée au cœur d'une réserve naturelle (Néouvielle ou Rioumajou) ou encore "Les Aigles d'Aure", rencontre des habitants... Initiation au camping, au cours du séjour les enfants séjourneront 2 à 3 nuits dans des tentes collectives confortables.

| | |
|---|---|
| Jour d'arrivée Accueil le dimanche à partir de 14h, installation dans les chambres ou les tentes, visite du site et préparation du séjour avec les animateurs. Il est préférable d'arriver au centre UCPA avant 15h. | Jour de départ Fin du stage le samedi à 14h après le déjeuner. |
| Formule : Aventure thématique Mixer plusieurs sports ou du sport avec d'autres univers. Des séjours conçus pour découvrir de nouvelles thématiques pendant les vacances et passer d'une activité à l'autre sans jamais s'ennuyer. | Niveau technique et intensité physique Niveau technique : Ouvert à tous Intensité physique : * - Facile C'est bon pour tout le monde. |

Nombre de séances : 10 séances.

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Key Words - Find these words in French from the text.

- | | |
|-----------------------|---------------------|
| 1. transportation | 5. your stay |
| 2. 2 steps from Spain | 6. shared tents |
| 3. a natural preserve | 7. starting at 2 pm |
| 4. physical demands | 8. To discover |

Main idea. Based on what you've read, who is most likely to read this article?

- A child doing research on tourism in the Pyrénées
- An adult researching summer camps for their children
- A parent looking for a camp experience suitable for families

What in the article caused you to select your response? Answer in English.

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Supporting Details - What information does this article give about Croq'Pyrénées? Indicate if a detail is mentioned or not mentioned in the article. Copy the information in French that is given for each detail that is true or false.

| | True | False | Not in article | Statement | Copy the phrase that gives evidence for or against the statement. |
|----|------|-------|----------------|---|---|
| 1. | | | | The cost of this program is three hundred and ninety Euros. | |
| 2. | | | | This program starts July 5th, 2015. | |
| 3. | | | | The program is held at the UCPA of Saint-Laurent. | |
| 4. | | | | The program starts on a Sunday afternoon. | |
| 5. | | | | The only activity you can do here is play sports. | |
| 6. | | | | Participants must be in excellent physical shape | |
| 7. | | | | This program last seven days. | |
| 8. | | | | Participants should plan to arrive before lunch. | |

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Literal Comprehension - Key Word, Main Idea, Supporting Details

| | | |
|--------------------------|----|--|
| Strong Comprehension | 10 | Identifies all key words/ideas appropriately within context of the text. |
| Meets Expectations | 9 | Identifies the majority of key words/ideas appropriately within context of the text |
| Approaching Expectations | 8 | Identifies most words/ideas appropriately within the context of the text. |
| Minimal Comprehension | 7 | Identifies fewer than half of key words/ideas appropriately within the context of the text. |
| Not Yet | 6 | Struggles to understand key words/ideas appropriately within the context of the text. |
| No Comprehension | 5 | Does not identify any of the words/ideas appropriately within the context of the text or does not respond. |

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Guessing meaning from context. According to the article, what do the following **boldfaced** words mean in English?

- | | |
|------------------------------|-----------------------------|
| 1. Intensité physique | 3. aventure en forêt |
| 2. jour de départ | 4. Fin du stage |

Inferences - Would a person who liked city life and cultural attractions like this camp? Why or why not? Support your answer by giving 2 specific reasons from the article. Write in English.

Comparing Cultural Perspectives. How is this experience similar to or different from what children do in the United States in the summer? Make at least 2 comparisons.

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Interpretive Comprehension - Organizational Features, Guessing Meaning from Context, Inferences, Author's Perspective, Comparing Cultural Perspectives, Personal Reaction to the Text

| | | |
|--------------------------|----|---|
| Strong Comprehension | 10 | Infers and interprets the text's meaning using clear evidence from the text. |
| Meets Expectations | 9 | Infers and interprets the text's meaning in a partially complete and/or partially plausible manner. |
| Approaching Expectations | 8 | Makes a few plausible interpretations and inferences regarding the text's meaning. |
| Minimal Comprehension | 7 | Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text. |
| Not Yet | 6 | Attempts inferences and interpretations, but they are not supported by evidence from the text. |
| No | 5 | Does not provide a response. |

Laura Terill

Conociendo Costa Rica

Costa Rica se extiende majestuosamente desde el océano Pacífico hasta el Mar Caribe y su distancia es solo 200 millas. Su porción de tierra ocupa solamente 20 mil millas cuadradas.

Si se hace un recorrido por las provincias de Costa Rica, es fácil darse cuenta de que en ningún otro lugar se pueden encontrar campos con tantas variaciones de paisaje y clima como aquí.

Costa Rica es uno de los destinos turísticos más preciados del planeta. Este pequeño pedazo de tierra reúne todos los componentes necesarios para satisfacer el gusto de miles de viajeros que la visitan cada año.

La división territorial de Costa Rica incluye 7 provincias a conocer; San José, Alajuela, Cartago, Heredia, Guanacaste, Puntarenas y Limón. Juntas ofrecen un atractivo destino turístico de posibilidades casi ilimitadas, y que incluyen extensos bosques lluviosos, volcanes, ríos que se pasean por las montañas, playas y muchos recursos naturales resguardados por una importante organización de parques nacionales y reservas forestales.

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Vacation Time — Why travel?

Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural activities



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Interpersonal Rubric

| | Strong Performance 10 9 | Meets Expectations 8 | Approaches Expectations 7 | Minimal Performance 6 |
|---|---|---|---|---|
| How well am I understood? | I am easily understood. My errors in speaking are minor and do not interfere with communication. | I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication. | I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication. | I am extremely difficult to understand. I repeat frequently. My errors interfere with communication. |
| How involved am I in the conversation? | I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate. My conversation flows with few pauses. | I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation. | I ask a few relevant questions. I give simple or minimal answers to questions. | I ask random questions that may or may not be on topic. My participation is minimal. |
| How easily do I deliver my thoughts? | I pause but my hesitations seem natural. I complete my thoughts. | I hesitate often and pauses are awkward. I have few or no incomplete thoughts. | I struggle to complete or do not complete thoughts. | My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts. |
| How do I demonstrate that I can correctly use the new vocabulary from the unit? | I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task. | I successfully use new words related to the unit to complete the task. | I successfully use a few of the new words related to the unit to partially complete the task. | I rely on simple and very familiar vocabulary to partially complete the task. |
| What cultural knowledge and understandings do I | I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately. | I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately. | I make limited or no references to the target culture. I may use a cultural gesture or expression. | I respond only from the personal point of view or my own perspective. |

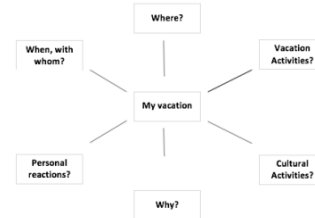
Laura Tenill

Vacation Time — Why vacation?

Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible. Be sure to share your reactions to the vacation.

Part 1: Jot down words and phrases that relate to each of the questions on the graphic organizer.

Note to teacher - The graphic organizer should be in the target language.



Part 2: Write a paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

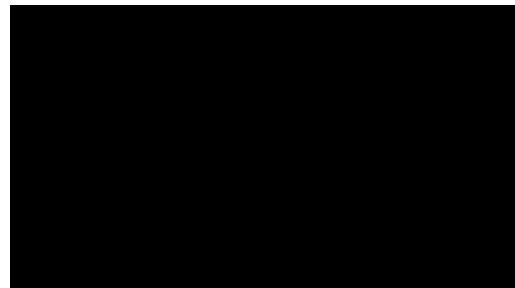
Laura Tenill

Presentational Rubric

| | Strong Performance 10 9 | Meets Expectations 8 | Approaches Expectations 7 | Minimal Performance 6 |
|----------------------------------|--|---|--|--|
| Am I understood? | My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. Good to consistent control of structure(s) studied in the unit. | My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. Partial control of structure(s) studied in the unit. | My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. Inappropriate or inconsistent use of studied structure(s). | My writing is extremely difficult to understand; Errors interfere with communication. Minimal or no use of studied structure(s). |
| How rich is my vocabulary? | I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary. | I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study. | I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study. | I rely on simple and very familiar vocabulary. |
| How well do I complete the task? | I complete each part of the task adding some details beyond given expectations. | I complete each part of the task. | I complete most of the task. | I complete some of the task, but key components are missing. |

Laura Tenill

Ma vie au soleil



Laura Tenill



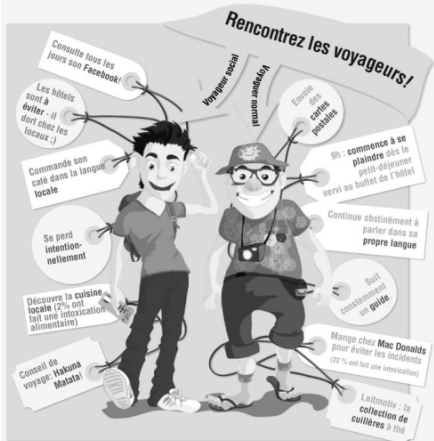
Laura Terrell

Lugares Turísticos de México

México es un destino lleno de lugares turísticos con cultura, historia, gastronomía, cultura, música, museos, etnias, bailes regionales, trajes típicos, grandes celebraciones, maravillas naturales, las playas más bellas del mundo, joyas arqueológicas, monumentos, personajes históricos y sobretodo de la hospitalidad de su gente, lo que lo convierte en un hermoso y rico destino turístico elegido por millones de turistas provenientes de todo el mundo, ya que se encuentra entre los 10 lugares más atractivos para vacacionar en el mundo entero.



Rencontrez les voyageurs!



Laura Terrill

Rencontrez les voyageurs!



- Consulte tous les jours son Facebook
- Continu obstinément à parler dans sa propre langue
- Conseil de voyage Hakuna Mata !
- Se perd intentionnellement
- Suit constamment un guide
- Envoie des cartes postales
- Commande son café dans la langue locale
- gh : Commence à se plaindre dès le petit-déjeuner servi au buffet de l'hôtel
- Les hôtels sont à éviter - il dort chez les locaux
- Mange chez MacDonalds pour éviter les incidents - (22% ont fait une intoxication)
- Leitmotiv : la collection de cuillères à thé
- Découvre la cuisine locale (2% ont fait une intoxication alimentaire)

- Conseil de voyage Hakuna Mata !

- Se perd intentionnellement

- Suit constamment un guide

- Envoie des cartes postales

- Commande son café dans la langue locale

- 9h : Commence à se plaindre des le petit-déjeuner servi au buffet de l'hôtel

- Les hôtels sont à éviter - il dort chez les locaux

- Mange chez MacDonalds pour éviter les

- incidents - (22% ont fait une intoxication)
- la situation: la collection de pillules à thé

- Découvrir la cuisine locale (30% ont fait une

Laura Terrill

Turisto o Viajero?



| Turista | Viajero |
|--|---|
| | |
| | |
| <ul style="list-style-type: none"> Informar familiares Reservar habitación Reservar transporte Reservar comida Reservar actividades | <ul style="list-style-type: none"> Planificar el viaje Reservar transporte Reservar alojamiento Reservar comida Reservar actividades |

• Movilización
 • Alojamiento
 • A la hora de sacar fotos
 • Lista de cosas por hacer
 • El camino a seguir...
 • Equipaje

<http://www.upsocl.com/mas-vistos/las-14-grandes-diferencias-entre-un-turista-y-un-verdadero-viajero/>

Laura Terrill

QUESTIONS

Laura Terrill

It can be difficult for us to grasp that people shaped by other cultures will see and respond to the world differently than we do. The consequences of this cultural blindness can be dire.

Hilary Dack and Carol Ann Tomlinson

Laura Terrill

Thank You

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